



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

463 S. Alma School Rd., Mesa, AZ 85210

Mesa Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 N/A

(a) For additional information,
please refer to Achievement
Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information,
please refer to the AYP page in this
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Robert Fleischmann
Schedule : 8:00 AM to 3:45 PM
Grades : Pre-K-6
2004 Enrollment : 744
Web Address :
Phone Number : (480) 472-9200
Fax Number : (480) 472-9224
E-mail : bfleisch@mpsaz.org

Mission

We at Guerrero believe that children must be prepared for the 21st Century and competent in an informational age. Our program encourages all students and staff to be active learners both in and out of the classroom. Our goal is to provide a sound educational experience for all students that will enable them to become information seekers, analyzers, evaluators, communicators, problem solvers and good decision makers.

School / Academic Goals

- ü The reading experience will be heavily emphasized. A strong foundation in reading, speaking and communicating form the core of language and literacy. The interdependency of reading with all curricular areas makes it necessary for success in school.
- ü Math permeates all aspects of our daily lives. Students will ultimately apply problem solving & reasoning skills throughout the curricular areas. The use of the MPS curricula, state mathematical standards & NCTM standards will drive the math program.
- ü Full day kindergarten will be provided to enhance phonemic awareness. The goal is to prepare every kindergarten student to read at grade level in accordance with the state standards.
- ü Read Naturally will be implemented to help improve fluency. A thematic approach will bind all curricular areas. Students will communicate mathematical thinking through language and writing.

Enrollment

October 1, 2003 School Year Student Enrollment : 753
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 162

Instructional Programs

- ü Basic Skills in Content/Subject Areas
- ü Start Phonics in Grades K-3
- ü Waterford Computer (Phonemic Awareness)
- ü Accelerated Reader & Math - Schoolwide
- ü Knowledge Box - multi-media
- ü Full-Day Kindergarten
- ü Tutoring-Reading Naturally
- ü Integrated Curriculum/Instruction

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Parents are an important component to the educational process. Guerrero supports the important role of parents in the education of their children. Volunteers are encouraged to visit the school and participate in all facets of the educational process.

Parents

Support their children mentally, physically and socially. Work together collaboratively with staff to assist children. Provide a safe haven to complete homework. Participation in SIAC and Parent Council is strongly encouraged. Parent newsletter is sent out twice a month.

Transportation Policy

Students are transported that must cross Country Club and Broadway.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Renaissance Model Classrooms & Tech Center	2003
ü Pom & Cheer-Mesa Youth Participation Award	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	5651	75509	96	98	100	520	532	521	11	9	13	20	19	23	41	33	33	28	39	31
All Students (Prior Year)	90	5599	75372	98	98	100	519	536	523	4	5	9	27	18	25	52	38	36	17	39	30
Female	43	2784	37013	100	98	100	515	534	522	9	9	12	21	19	24	48	34	33	21	39	31
Male	38	2859	38430	93	98	99	526	531	521	14	10	14	18	19	22	32	32	33	36	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	63	1862	30486	94	99	99	522	515	505	9	13	18	20	25	29	39	35	32	32	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	NC	3216	35192	NC	98	99	NC	544	534	NC	6	8	NC	15	19	NC	32	35	NC	46	39
Students with Disabilities	NC	599	9708	NC	100	100	NC	484	489	NC	35	32	NC	28	27	NC	21	24	NC	15	17
Students without Disabilities	75	5052	65801	99	98	98	522	537	525	11	7	11	19	18	23	40	34	34	30	41	33
Limited English Proficient Students	44	1053	16928	100	100	100	512	506	485	8	17	29	25	27	33	46	33	26	21	22	12
Migrant Students	NC	37	750				NC	522	499	NC	3	21	NC	20	29	NC	40	30	NC	37	20
Economically Disadvantaged	73	2909	36411				513	514	503	13	14	19	22	24	29	43	34	32	22	27	20
Non-Economically Disadvantaged	NC	2742	39040				NC	550	534	NC	5	8	NC	14	19	NC	32	34	NC	50	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	5641	75492	99	98	100	512	522	519	17	11	12	14	14	16	51	48	47	17	27	24
All Students (Prior Year)	91	5584	75221	99	98	100	507	528	523	8	5	8	27	12	16	56	59	56	10	23	21
Female	43	2785	37014	100	98	100	511	526	523	12	9	10	18	13	15	52	49	48	18	29	27
Male	40	2850	38400	98	98	99	514	518	516	23	13	14	10	16	17	50	48	47	17	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	65	1851	30438	97	98	99	513	509	508	15	17	17	17	20	21	46	49	47	22	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	NC	3215	35177	NC	98	99	NC	530	528	NC	7	8	NC	11	13	NC	48	49	NC	34	31
Students with Disabilities	NC	589	9707	NC	98	100	NC	487	495	NC	43	33	NC	18	21	NC	30	33	NC	9	13
Students without Disabilities	77	5052	65785	100	98	98	514	525	522	17	7	10	14	14	16	51	50	49	19	28	26
Limited English Proficient Students	44	1047	16905	100	100	100	502	499	489	21	25	34	25	24	28	42	40	32	13	11	6
Migrant Students	NC	37	763				NC	506	499	NC	17	21	NC	23	30	NC	50	40	NC	10	8
Economically Disadvantaged	75	2904	36302				506	510	507	20	16	18	16	19	21	52	49	46	13	15	14
Non-Economically Disadvantaged	NC	2737	39164				NC	534	528	NC	5	8	NC	10	13	NC	48	48	NC	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	5611	75053	95	98	99	539	578	597	8	10	7	23	14	12	69	68	72	0	7	9
All Students (Prior Year)	88	5503	73654	96	97	99	512	530	530	12	7	9	10	12	13	78	77	70	0	5	7
Female	42	2774	36872	98	98	99	552	604	621	6	6	5	21	11	9	73	73	74	0	10	12
Male	38	2831	38109	93	97	99	525	552	573	10	14	10	24	17	14	66	64	69	0	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	62	1847	30235	93	98	98	538	541	575	9	14	9	22	17	14	69	66	70	0	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	NC	3193	35028	NC	97	99	NC	599	613	NC	8	6	NC	12	10	NC	70	73	NC	10	11
Students with Disabilities	NC	588	9625	NC	98	100	NC	489	530	NC	33	21	NC	23	21	NC	42	55	NC	2	4
Students without Disabilities	74	5023	65428	97	98	98	543	587	604	9	8	6	19	13	11	72	71	73	0	8	10
Limited English Proficient Students	41	1044	16765	100	100	100	535	524	525	9	16	17	22	20	20	70	63	60	0	1	2
Migrant Students	NC	36	752				NC	560	562	NC	7	9	NC	14	18	NC	76	68	NC	3	5
Economically Disadvantaged	72	2890	36077				532	542	566	9	14	10	25	17	16	65	65	69	0	3	5
Non-Economically Disadvantaged	NC	2721	38950				NC	613	618	NC	6	5	NC	11	9	NC	71	73	NC	12	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	5809	76019	100	99	100	491	514	499	15	9	14	54	34	39	4	13	14	26	44	33
All Students (Prior Year)	89	5726	76230	100	98	100	484	517	498	12	6	12	53	31	38	15	13	12	20	50	37
Female	45	2821	37207	100	99	100	489	514	499	17	8	12	49	35	41	3	13	14	31	44	33
Male	39	2979	38677	100	99	100	492	515	498	12	11	15	61	32	38	6	13	13	21	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	69	1790	29458	100	99	100	487	490	480	19	15	20	54	48	48	4	11	12	24	26	20
Asian/Pacific Islander	--	137	1673	--	100	99	--	533	531	--	5	4	--	31	29	--	12	14	--	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	NC	3386	35880	NC	98	100	NC	529	515	NC	5	7	NC	26	32	NC	14	16	NC	55	45
Students with Disabilities	NC	619	9786	NC	100	100	NC	460	457	NC	40	39	NC	39	40	NC	7	7	NC	14	13
Students without Disabilities	79	5190	66233	100	98	99	496	519	503	9	6	11	58	33	39	5	14	14	28	47	35
Limited English Proficient Students	55	972	15206	100	100	100	488	477	459	18	20	31	54	53	53	5	10	7	23	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	82	2753	35714				489	493	480	15	15	20	55	44	47	5	12	12	26	29	20
Non-Economically Disadvantaged	NC	3056	40266				NC	531	513	NC	5	9	NC	25	33	NC	14	15	NC	56	43

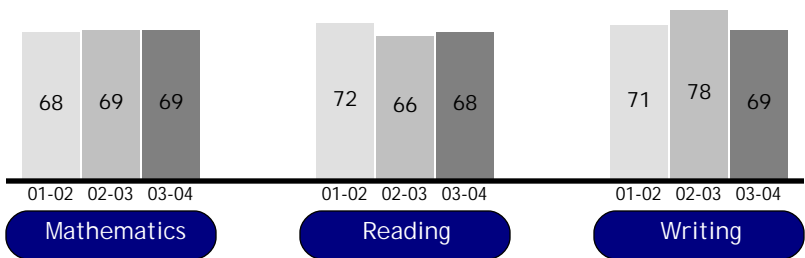
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	5803	76020	100	99	100	496	507	503	32	20	25	29	22	23	31	43	40	7	16	12
All Students (Prior Year)	88	5721	76202	99	98	100	501	510	505	26	11	19	22	21	24	48	53	46	3	14	11
Female	45	2820	37213	100	99	100	500	508	504	31	17	22	31	21	23	29	46	42	9	16	13
Male	39	2973	38666	100	99	100	492	505	501	33	22	29	27	22	22	33	41	38	6	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	69	1784	29442	100	99	99	491	496	494	37	33	37	26	26	26	33	34	31	4	7	6
Asian/Pacific Islander	--	137	1672	--	100	99	--	518	513	--	9	12	--	20	19	--	50	49	--	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	NC	3386	35890	NC	98	100	NC	513	511	NC	12	15	NC	19	20	NC	48	48	NC	21	18
Students with Disabilities	NC	617	9784	NC	100	100	NC	487	485	NC	57	58	NC	18	19	NC	19	19	NC	6	4
Students without Disabilities	79	5186	66236	100	98	99	498	509	504	28	16	23	31	22	23	33	45	42	8	17	13
Limited English Proficient Students	55	967	15198	100	100	100	489	490	483	38	43	59	28	28	25	31	25	14	3	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	82	2745	35703				496	497	494	32	31	37	30	26	26	30	36	31	8	8	6
Non-Economically Disadvantaged	NC	3058	40274				NC	514	509	NC	11	17	NC	18	20	NC	49	47	NC	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	5771	75673	100	98	100	474	530	530	29	15	12	35	25	25	35	56	58	0	5	4
All Students (Prior Year)	88	5622	74692	99	96	99	474	510	502	29	12	18	43	26	27	26	53	47	2	9	8
Female	45	2805	37099	100	98	100	489	549	548	29	10	8	31	22	22	40	62	64	0	6	6
Male	39	2956	38441	100	98	99	459	511	513	30	19	16	39	27	29	30	50	52	0	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	69	1776	29305	100	99	99	474	495	507	31	21	16	30	33	31	39	44	51	0	2	2
Asian/Pacific Islander	--	135	1665	--	100	99	--	561	573	--	7	6	--	16	16	--	68	67	--	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	NC	3366	35760	NC	98	99	NC	549	550	NC	11	9	NC	20	21	NC	62	64	NC	7	6
Students with Disabilities	NC	605	9706	NC	100	100	NC	444	462	NC	48	36	NC	24	32	NC	25	31	NC	2	1
Students without Disabilities	79	5166	65967	100	98	99	477	537	536	28	12	10	36	25	25	36	59	60	0	5	5
Limited English Proficient Students	55	961	15115	100	100	100	458	475	471	38	28	26	31	38	38	31	34	35	0	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	82	2731	35541				476	500	504	29	20	17	35	31	31	36	47	50	0	2	2
Non-Economically Disadvantaged	NC	3040	40091				NC	553	550	NC	10	9	NC	19	21	NC	63	64	NC	7	6

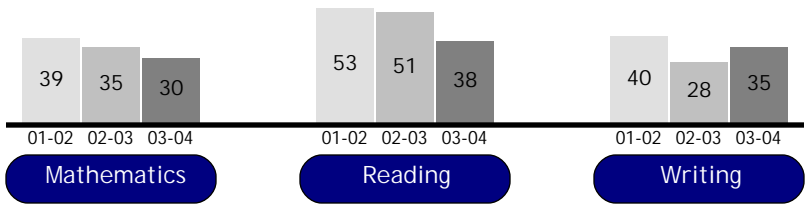
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	24	51	44	85	39	61	50	76	57	NA	58
	Language	100	15	42	39	94	25	49	43	86	45	53	50
	Mathematics	100	21	57	52	90	39	67	57	93	51	71	64
3	Reading	100	19	50	43	96	35	57	47	84	47	NA	55
	Language	100	26	53	50	96	45	61	54	86	48	63	61
	Mathematics	100	30	55	50	99	46	64	54	90	57	66	61
4	Reading	100	24	51	47	89	45	62	52	83	44	NA	56
	Language	100	25	47	45	99	41	54	48	89	34	55	52
	Mathematics	100	33	59	52	99	61	68	57	89	56	68	61
5	Reading	100	24	51	46	89	25	59	50	98	38	NA	55
	Language	100	23	45	43	93	24	53	46	94	38	55	49
	Mathematics	100	41	63	54	98	42	68	57	91	48	71	63
6	Reading	100	30	56	49	75	41	62	53	80	41	NA	56
	Language	100	25	47	42	90	34	53	45	96	26	55	48
	Mathematics	100	44	71	58	94	65	75	62	96	59	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
1 School Administrator(s)	Ü Title I - Develop Schoolwide Plan
1 Non-certified Employee(s)	Ü Developing Mission & Vision of School
4 Teacher(s)	Ü Field Trips
5 Parent(s)	Ü Developing Agenda for Future Items
0 Community Member(s)	Ü Homework & Discipline
0 Student(s)	Ü School Improvement

Staffing Information for School Year 2004-05			
Position	Number	Position	Number
Administrator	1.00	Teacher	35.00
Other Professional Staff	1.50	Teacher Aide	31.00

Years of Teaching Experience for School Year 2004-05				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	3	4	0	0
7 to 9 years	0	17	0	0
10 or more years	0	5	0	0

Highly Qualified (NCLB) & Core Academics	
Core academic teachers meeting the definition of Highly Qualified (NCLB):	38.2
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0

Resources Available at School Site
Special Facilities

- Ü Tech Center/Library
- Ü Multi-Purpose Room

Extracurricular Activities

- Ü Student Council
- Ü After School Tutoring
- Ü After School Sports-Volleyball/Football
- Ü After School Sports-Basketball/Pom/Cheer
- Ü Student Liaisons

Social Services

- Ü Parent Council
- Ü SIAC
- Ü Pilot School for the Knowledge Box
- Ü Adult ESL Classes

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Guerrero is going into its fifth year. Model classrooms and one model tech center were awarded by the Renaissance Organization. City of Mesa recognized our school for after-school programming.
- ü Various mini-grants have been written and approved. Awards supported field trips, shade, student learning and health needs of students.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	0	2	2	2
Transfers In ⁷ (Out of District)	6	10	9	9
Promotion Rate ⁸	96	98	98	94
Retention Rate ⁹	3	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	77	82
Grades 3-4	81	74
Grades 4-5	57	63
Grades 5-6	77	88

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Lock-down procedures established and practiced twice a year. All doors locked from the outside. The front door closest to the office can be utilized. Identification required for adults picking up students. Fire drills practiced once a month.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Robert Fleischmann	(480) 472-9222
Transportation Policy	Sammie Patterson	(480) 472-6109
Community Resources	Doug Bernard	(480) 472-0517
School Nutrition Programs	Valerie Montejano	(480) 472-9201
Parent Organization	Natalie Ornelias	(480) 610-2375
Student Health/Nurse	Renee Houser	(480) 472-9212

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.